

Caughman Road Elementary

7725 Caughman Road
Columbia, South Carolina 29204

Grades	PK-5 Elementary School	
Enrollment	613 Students	
Principal	Jane H. Wyatt	803-783-5534
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	19	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Below Average	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

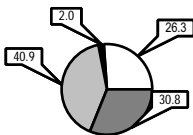
PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

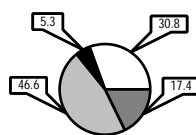
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

English/Language Arts

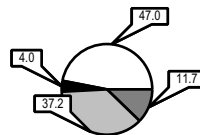


Mathematics

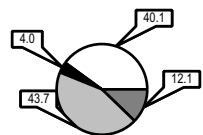
Our School



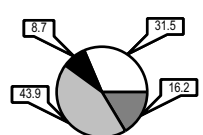
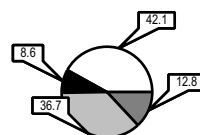
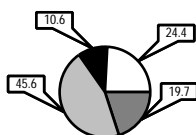
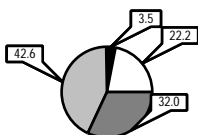
Science



Social Studies



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	267	99.3	26.0	41.1	30.9	2.0	42.3	Yes	Yes
Gender									
Male	128	99.2	37.0	38.7	22.7	1.7	34.5	N/A	N/A
Female	139	99.3	15.7	43.3	38.6	2.4	49.6	N/A	N/A
Racial/Ethnic Group									
White	27	100.0	16.0	36.0	40.0	8.0	64.0	I/S	I/S
African American	226	99.1	27.9	42.8	28.4	1.0	38.5	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	233	99.6	20.8	42.1	34.7	2.3	47.2	N/A	N/A
Disabled	34	97.1	63.3	33.3	3.3	0.0	6.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	267	99.3	26.0	41.1	30.9	2.0	42.3	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	260	99.2	26.3	41.7	30.4	1.7	41.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	168	99.4	32.0	40.5	26.1	1.3	36.6	Yes	Yes
Full-pay meals	99	99.0	16.1	41.9	38.7	3.2	51.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	266	99.2	30.2	46.9	17.6	5.3	36.7	Yes	Yes
Gender									
Male	128	99.2	32.8	45.4	15.1	6.7	31.9	N/A	N/A
Female	138	99.3	27.8	48.4	19.8	4.0	41.3	N/A	N/A
Racial/Ethnic Group									
White	27	100.0	16.0	44.0	28.0	12.0	64.0	I/S	I/S
African American	225	99.1	32.9	47.3	15.0	4.8	31.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	232	99.6	25.1	49.8	19.1	6.0	40.9	N/A	N/A
Disabled	34	97.1	66.7	26.7	6.7	0.0	6.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	99.2	30.2	46.9	17.6	5.3	36.7	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	259	99.2	31.0	46.4	17.2	5.4	36.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	167	99.4	34.9	51.3	10.5	3.3	28.3	Yes	Yes
Full-pay meals	99	99.0	22.6	39.8	29.0	8.6	50.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	265	99.6	46.3	37.7	11.9	4.1	16.0
Gender							
Male	127	99.2	49.2	35.6	10.2	5.1	15.3
Female	138	100.0	43.7	39.7	13.5	3.2	16.7
Racial/Ethnic Group							
White	27	100.0	20.0	56.0	8.0	16.0	24.0
African American	224	99.6	51.0	35.4	11.2	2.4	13.6
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	231	99.6	41.6	40.7	13.1	4.7	17.8
Disabled	34	100.0	80.0	16.7	3.3	0.0	3.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	99.6	46.3	37.7	11.9	4.1	16.0
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	258	99.6	47.1	37.8	10.9	4.2	15.1
Socio-Economic Status							
Subsidized meals	166	100.0	53.6	35.8	8.6	2.0	10.6
Full-pay meals	99	99.0	34.4	40.9	17.2	7.5	24.7

Social Studies							
All Students	266	99.2	39.3	44.3	12.3	4.1	16.4
Gender							
Male	127	99.2	45.8	36.4	13.6	4.2	17.8
Female	139	99.3	33.3	51.6	11.1	4.0	15.1
Racial/Ethnic Group							
White	27	100.0	24.0	40.0	20.0	16.0	36.0
African American	225	99.1	41.7	44.7	10.7	2.9	13.6
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	232	99.1	34.1	48.1	13.1	4.7	17.8
Disabled	34	100.0	76.7	16.7	6.7	0.0	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	99.2	39.3	44.3	12.3	4.1	16.4
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	259	99.2	39.5	44.5	11.8	4.2	16.0
Socio-Economic Status							
Subsidized meals	167	99.4	44.4	48.3	6.6	0.7	7.3
Full-pay meals	99	99.0	31.2	37.6	21.5	9.7	31.2

Abbreviations for Missing Data
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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	88	98.9	11.9	36.9	45.2	6.0	51.2
	4	97	100.0	29.5	48.9	20.5	1.1	21.6
	5	106	100.0	29.6	54.1	16.3	0.0	16.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	32.5	31.3	34.9	1.2	36.1
	4	94	97.9	20.5	39.8	36.1	3.6	39.8
	5	83	100.0	25.0	52.5	21.3	1.3	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	88	98.9	19.0	63.1	15.5	2.4	17.9
	4	97	100.0	29.5	50.0	14.8	5.7	20.5
	5	106	100.0	25.5	61.2	9.2	4.1	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	41.5	42.7	15.9	0.0	15.9
	4	94	97.9	25.3	41.0	22.9	10.8	33.7
	5	83	100.0	23.8	57.5	13.8	5.0	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	88	98.9	45.2	47.6	6.0	1.2	7.1
	4	97	97.9	51.7	39.1	6.9	2.3	9.2
	5	106	100.0	58.2	31.6	6.1	4.1	10.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	63.4	31.7	4.9	0.0	4.9
	4	93	98.9	32.9	40.2	19.5	7.3	26.8
	5	83	100.0	42.5	41.3	11.3	5.0	16.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	88	98.9	22.6	64.3	13.1	0.0	13.1
	4	97	99.0	32.2	55.2	11.5	1.1	12.6
	5	106	99.1	44.3	41.2	8.2	6.2	14.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	98.9	46.3	39.0	9.8	4.9	14.6
	4	93	98.9	24.4	52.4	18.3	4.9	23.2
	5	83	100.0	47.5	41.3	8.8	2.5	11.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 613)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.5%	Down from 4.4%	3.7%	2.8%
Attendance rate	96.7%	Up from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 5.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 3.5%	0.0%	0.0%
Eligible for gifted and talented	9.8%	Up from 9.3%	8.8%	10.4%
On academic plans	45.4%	N/AV	39.9%	33.6%
On academic probation	37.6%	N/AV	1.4%	1.0%
With disabilities other than speech	7.5%	Up from 6.5%	8.4%	7.5%
Older than usual for grade	1.1%	Down from 1.2%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees	55.3%	Up from 44.9%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.2%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	4.9%	No change	0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 90.9%	87.3%	87.3%
Teacher attendance rate	94.1%	Up from 93.2%	95.2%	94.9%
Average teacher salary	\$45,033	Up 6.1%	\$42,257	\$42,485
Prof. development days/teacher	15.5 days	Up from 15.2 days	14.0 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.9 to 1	18.0 to 1	18.6 to 1
Prime instructional time	89.0%	Up from 88.6%	89.7%	89.7%
Dollars spent per pupil*	\$6,386	Up 7.9%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	49.7%	Down from 75.1%	63.3%	64.0%
Percent of expenditures for instruction*	82.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Caughman Road Elementary School has been accredited by the Southern Association of Colleges and Schools for the past 36 years. We have worked very hard to maintain this status and are very proud of the results. Our school has had an eventful 2005-2006 school year. The school literary magazine, a collection of student and staff writings, won first place with special merit in the National Scholastic competition. This award places us as the highest scoring elementary school of our size in the United States and Canada. The school newsletter won second place nationally in the National Scholastic competition.

Two more teachers on staff received National Board Certification, bringing our school total to five.

Our students have also shown that they have the right stuff by being winners in numerous District Visual Literacy Competitions as well as the regional Science Fair. A comprehensive after-school tutoring program for students in third through fifth grade was provided for those students who needed extra support to reach Basic on the PACT. Accelerated Reader and Accelerated Math programs continue to enhance classroom instruction for all students in grades 1-5. The school has made a steady increase in the number of students scoring Basic or Above on the PACT although we are not where we need to be. Based on our test scores math has become a major academic focus. We held quarterly math competitions at school to encourage students to study harder at improving their math skills. The competition, Math Island, is a program that challenges students to become thinkers and problem solvers while working in teams. Best of all, the program was completely designed and organized by a Caughman Road staff member.

The school wrote and received a South Carolina School Improvement Grant and began work this year on the three-year program focusing on the Positive Behavior Intervention System. We recognized that discipline was a big factor in the loss of instructional time and therefore had a big impact on student achievement. Working with the Positive Behavior System has improved the overall atmosphere and behavior of the entire school.

We have also worked on character development. Exposure to a variety of careers are integrated within all subjects as well as provided by the guidance counselor through classroom guidance activities, Career Day and DARE activities.

Numerous Parent University Nights and parent programs like Books and Breakfast and Smart Matters provided parents with opportunities to share information on ways they can support and assist their children at home. Parent participation in school activities such as assemblies, special events, and PTO meetings has increased but involvement in the day-to-day activities of the school does not come easily. This is an area that will need our full effort in the coming year

Jane H. Wyatt, Principal

Valiant Champaign, Chair of School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	82	78
Percent satisfied with learning environment	61.7%	70.7%	84.2%
Percent satisfied with social and physical environment	50.0%	76.5%	84.4%
Percent satisfied with school-home relations	38.3%	74.4%	74.3%

*Only students at the highest elementary school grade level at this school and their parents were included.